

**Texas Education Agency
Standard Application System (SAS)**

2017-2018 Perkins Reserve Grant			
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>	
Grant Period:	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2017 OCT -3 PM 2:21 </div>	
Application deadline:	5:00 p.m. Central Time, September 26, 2017		
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name	County-District #	Amendment #	
Everman ISD	220-904		
Vendor ID #	ESC Region #		
756001394	11		
Mailing address	City	State	ZIP Code
608 Townley Drive	Everman	TX	76140-
Primary Contact			
First name	M.I.	Last name	Title
Cathy		Sewell	Chief of Secondary Education
Telephone #	Email address		FAX #
(817)568-3500	csewell@eisd.org		(817)568-3508
Secondary Contact			
First name	M.I.	Last name	Title
Brandi		LeBlanc	College&Career Coordinator.
Telephone #	Email address		FAX #
(817)568-3590	bleblanc@eisd.org		(817)568-3508
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Curtis		Amos	Superintendent
Telephone #		Email address	FAX #
(817)568-3500		camos@eisd.org	(817)568-3508

Signature (blue ink preferred)

Date signed

9-5-2017

Only the legally responsible party may sign this application.

701-17-103-033

Schedule #1—General Information

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☒ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Everman High School (EHS), a secondary school in Everman ISD (EISD) proposes to establish a Accountant and Auditor program of study that includes industry certifications and a postsecondary degree in the Business and Industry endorsement field. 150 students enrolled in the program during grades 9 through 12, will earn Microsoft Office Specialist certification and credit hours toward an Associate of Applied Science Business Administration - Accounting Assistant from Tarrant County College and Bachelor of Applied Arts and Science Degree from the University of North Texas. These credentials will qualify students to find gainful employment as Accountants and Auditors. This occupation is in the top 25 occupations of Tarrant County based on a projected salary of over \$80,000 per year and 6175 expected job openings annually. Students in the Finance pathway will work with industry partners to plan and open a Business and Technology Training Center in the high school. The specialized public secondary school setting will include two CTE classrooms and a Business and Technology Training Center. In the center, students will prepare and take Microsoft Office certification exams (Powerpoint, Excel, Outlook, and Quickbooks) and train students, educators, and community members to use the productivity software products. The rooms in the high school will become a career hub where EISD students can access Business and Industry endorsement field information and see students use their accounting skills and MOS credentials to operate a business. The Perkins Reserve program supports the Everman ISD mission of working with parents and the community to provide innovative instructional programs for students to inspire a passion for lifelong learning, to develop responsibility and character and to achieve academic excellence and college readiness enabling them to compete in an ever-changing global society. Budget: The Site Based Leadership Team (SBLT), lead by the new EHS principal, developed the implementation plan for the Perkin Reserve Grant (PRG). The team consists of individuals who directly reflect the subpopulations and diversity of the community. In addition, representatives from Workforce Solutions for Tarrant County, Frost Bank, and Educational Employees Credit Union worked with the team to develop industry based credentials and degrees for the pathway. An PRG Plan was developed including goals, critical success factors, milestones, and activities. The EHS Principal and the Career and College Readiness Coordinator acquired cost estimates and quotes to develop the grant budget based on the PRG Plan. Demographics: Everman Joe C Bean High School serves a diverse student population including 48.2% African American, 44.6% Hispanic, 4.3% White, and 2.9% Other Races. The proportions of low-income families enrolled in the school is 80.1% compared to the state average of 59%. A review of Texas trends in assessment data indicates economically disadvantaged students are less likely to pass End-of-Course reading and math STAAR, graduate from high school, and enter college. Based on this data, the PRG Leadership Team designed a plan that enables students to earn industry credentials and dual credit courses during high school. The plan is cohort based to implement the program with academic and social supports at each grade level to meet the needs of targeted economically disadvantaged learners. Needs Assessment: Everman ISD plans, implements, and evaluates school improvement initiatives through the District Wide Improvement Committee (DWIC). The district based team of stakeholders which consists of parents, educators, administrators, community members and educational partners is responsible for putting Board goals into action using the Site Based Decision Making process. Site-based decision making is a process for decentralizing decisions to improve the educational outcomes in the district through the collaborative efforts of participants. In this way, stakeholders will be part of each phase of the initiative. Each spring, the team works with an ESC 11 consultant to develop a comprehensive needs assessment. With guidance from the EISD leadership team, the DWIC uses student, school, and community data to identify student, campus, and district needs and to determine the root cause of each problem. The goal of the Perkins Reserve Grant is to help students become career and college ready in ways that address both current and future workforce needs. EISD data indicates, in 2016-17, 11% of high school students graduated with an industry credential and 46% of students graduated with college credits

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

toward a postsecondary degree. The team determined the root cause of the problem is only 18.7% of students are enrolled in a CTE career pathway. The team further found only 1 existing CTE course sequence includes a certification and none include college credits linked to local and regional workplace needs. The team created district goals for increasing the number of students enrolled in relevant CTE career pathways that include industry credentials and postsecondary degree credits. The DWIC will meet quarterly during the PRG project period. During the first three meetings, the team will review PRG implementation to determine if activities are being executed as planned and student scores to determine the impact on academic progress. During the final meeting, the DWIC will evaluate PRG program effectiveness. Based on data and feedback, the DWIC will identify needs and set annual goals for improvement for the upcoming school year. Effective components of the PRG plan will be integrated into the EISD Improvement Plan and EHS Improvement Plan. Meeting agenda and minutes will be posted after each committee meeting on the EISD website. In this way, school improvement goals and progress will be continuously monitored, improved, and reported to the board and community. **Management Plan:** The grant will be directed by the Chief for Secondary Schools. The Project Director will lead the PRG Leadership Team to develop a timeline for grant activities including assigning educators and staff, scheduling training and externships, integrating certification curriculum into existing CTE curriculum, coordinating parent information events, administering certification assessments, college enrollment and and assigning responsibilities for program reporting. The EHS Principal will oversee day to day grant activities. Postsecondary faculty will work with CTE teachers to integrate college ready standards into prerequisite courses. The EHS Counselor will monitor student academic progress and provide guidance sessions, coordinate campus leadership events, and conduct parent meetings. Implementation of grant activities will be reviewed by the EHS site based team each nine weeks. The team will discuss concerns and provide recommendations and resources to 'stay on track' to meet the goal of increasing the number of at-risk learners who excel academically, earn industry credentials, and graduate with postsecondary credits to earn a degree in 2-3 years. **Statutory Requirements:** EISD will comply with all requirements, including general and fiscal guidelines and the fingerprinting requirement per Section 22.0834 of the Texas Education Code. EISD provides assurance that the district will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant and incorporated by reference. **TEA Requirements:** EISD will meet TEA statutory requirements: (1) The PRG Team, in partnership with the Workforce Solution for Tarrant County has identified the high-demand occupation as Accountants and Auditors and has developed a Finance career pathway leading to employment in the Business and Industry endorsement field. The pathway includes workforce certifications, workplace experiences, and college credit toward an Associate and Bachelor degree. (2) Finance courses sequences are aligned with an AAS Business Administration: Accounting Assistant and a Bachelor of Applied Arts and Science Degree. The PRG Leadership Team, including representation from Workforce Solutions Tarrant County, designed course sequences (Business Information Management, Accounting I, Accounting II, and Career Preparation) to provide knowledge, abilities and skills to become a Accountant or Auditor based on TWC Career Check data and job openings in the region. The program builds progressively from high school credit to industry certification to postsecondary degree. (3) A sample crosswalk that identifies postsecondary coursework for the first semester of college is provided. Earning credit in specified courses makes students eligible to complete an Associate degree in 3 semesters or a Bachelor degree within two to three years of graduating from high school. The crosswalk provided includes certification coursework toward industry based credentials. (4) EISD will partner with Tarrant County College, The University of North Texas, Workforce Solutions for Tarrant County, Frost Bank, and Educational Employee Credit Union to carry out the project. (5) EISD provides assurances that the district will enter into an agreement with Frost Bank to identify curriculum for industry certifications, and to provide guidance and support for opening and operating the Business Center including creating internships for qualifying students enrolled in the Career Preparation capstone course. (6) The Perkins Reserve project will use six proven components to develop and sustain the program: SBLT use of data each nine weeks to ensure continuous progress, AVID academic supports for rigorous CTE, certification, and college credit coursework, CIS counselor supports for high need learners in a high expectation career program, highly qualified staff dedicated to working with economically disadvantaged learners, ongoing training, and integration of the program into the ongoing EISD vision of, "one goal, one purpose – student success." EISD is committed to supporting the CTE career center after the grant program ends. The pathway will be offered at EHS using funding from all available sources such as local, Perkins, State Compensatory Education, Title funding.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220-904			Amendment # (for amendments only):			
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018			Fund code: 244			
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$2154	\$	\$2154	\$56,250
Schedule #8	Professional and Contracted Services (6200)	6200	\$1200	\$	\$1200	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$70,176	\$	\$70,176	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$1448	\$	\$1448	\$0
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$74,978	\$	\$74,978	\$56,250
Administrative Cost Calculation						
Enter the total grant amount requested:					\$74,978	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.						
This is the maximum amount allowable for administrative costs, including indirect costs:					\$3748.90	

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	3 CTE teachers paid local funds (3 x .375FTE)			\$	\$56,250
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$0	\$56,250
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay (3 teachers, 4 days, \$88)			\$1056	\$
26	6119 Professional staff extra-duty pay (summer workshops with IHE faculty – 3 teachers, 2 days, \$150)			\$900	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$198	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$2154	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$2154	\$56,250

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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval: training for teaching Quickbooks and MOS certifications		\$1200	\$0
(Sum of lines a, b, and c) Grand total		\$1200	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval: printing and supplies for Career Center, instructional curriculum, programs, and instructional materials, equipment and furniture for dual credit and certification course computer lab	\$70,176	\$0
Grand total:		\$70,176	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 220-904		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval: bussing to industry and college tours		\$1448	\$0
Grand total:		\$1448	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1147	80.1%	
Limited English proficient (LEP)	120	8.4%	
Attendance rate	NA	93.9%	
Annual dropout rate (Gr 9-12)	NA	0.9%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	21.8	24.6%	
6-10 Years Exp.	17.4	19.7%	
11-20 Years Exp.	24.9	28.1%	
20+ Years Exp.	17.6	19.9%	
No degree	0	0%	
Bachelor's Degree	69	78%	
Master's Degree	19.5	22%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										150	150	60	20	420 over 3 years

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										3	3	3	3	12

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Everman ISD Board of Trustees sets goals for student learning at the beginning of each school year. To determine progress toward meeting these goals, the District Wide Improvement Committee (DWIC) conducts an annual needs assessment. ESC Region 11 provides technical assistance in using Texas Accountability Intervention System (TAIS) guidance to conduct the annual assessment. Review Data: The first step in the TAIS process is to establish trends in data using PEIMS; Texas Academic Performance Reports; Federal Accountability Data Tables; STAAR; report cards; attendance and discipline reports; educator observations; parent participation; parent surveys; and staff development evaluations. In reviewing current data, the team found the school district serves approximately 5528 students. The student population is approximately 43% African American, 51% Hispanic, and 5% White and 1% Other Races. The vast majority of students in the district (83%) live in low income. 2016 Perkins data indicates 18.7% of Everman High School (EHS) students participated in a CTE course and 12 students earned an industry credential by high school graduation. EHS academic data for 2016 indicates 53.5% of students completed a dual credit or advanced placement credit during high school, but only 7.5% of graduates passed a postsecondary course after high school graduation. To determine risk factors, the team reviewed student scores on the College Readiness Component. Data indicates 16% of students graduated ready for college in the subjects of English and Math and 4.5% passed a TSIA college readiness exam. This data indicates a need for CTE career pathways to include industry certification and real world work experiences to engage and retain students in the program. The programs must span secondary and postsecondary school, include college entrance exam preparation, a diploma to degree plan approved by EHS and the postsecondary institution, and the opportunity to complete a semester of college credit (grade of C or above) to ensure acceptance into a degree program by high school graduation. Establish Priorities: The EISD Board of Trustees has established one goal and one purpose for Everman ISD—student success. Based on the needs assessment, the DWIC determined there is a need to create new CTE career sequences. The team ranked existing career pathways from highest need to lowest need based on annual salary and annual job openings in Tarrant County and student interest reports. The occupation of Accountant and Auditor has the highest salary (\$80,494 according to TWC data) and ranked ninth in a list of 25 top occupations in Tarrant County with an annual salary of \$80,494 and 6175 projected job openings annually. The team worked with business partners to determine the most appropriate credentials needed for accountants and auditors in finance and selected the Microsoft Office Specialist credential which includes Excel and Quickbooks certifications. Set Goals: The Everman High School SBDMT set five goals for the PRG pilot: Goal 1: Increase use of quality data; Goal 2: Improve the instructional program to include industry certification and postsecondary credits; Goal 3: Increase learning time as well as academic and social supports; Goal 4: Increase parent and community engagement; and Goal 5: Improve school graduation and postsecondary entrance rates. Determine Strategies: The PRG Leadership Team including business partners will develop a Performance Framework that outlines PRG objectives, milestones, and performance targets to improve student academic performance. The team will align activities, personnel, funding, and timelines to each objective and revise the 2017-18 Campus Improvement Plan. In this way, the improvement plan will become the road map for the PRG Leadership Team to address areas of low performance and to meet identified needs. Adjust Plan: An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The EHS Site Based Decision Making Team will meet four times each year to monitor student and program level data and to adjust grant personnel, resources, and timelines to meet performance measures. The District Wide Improvement Committee will meet annually to determine if project management and academic goals have been met and to develop the District Improvement Plan for the upcoming school year. Summary: The Perkins Reserve Grant proposal was developed based on the EISD comprehensive needs analysis. With assistance from workforce, business and postsecondary partners, the district will develop a framework of targeted goals, objectives and action steps to guide project implementation. The campus based improvement team will monitor implementation of grant activities and stakeholder participation. The district based improvement team will evaluate the effectiveness of the program in meeting the grant goal of helping students become career and college ready in ways that address both current and future workforce needs. Subsequent Campus Improvement Plans will be developed based on the PRG evaluation. Together we will ensure we meet the EISD Board vision of student success.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The average number of students enrolled in CTE courses in Everman High School is 18%. Of the CTE pathways offered in the secondary school, only one aligns with high demand employment in Tarrant County. A review of the top 25 occupations in the region reveals Accountants and Auditors is the 9 th ranked job in Tarrant County. There is a need to create a pathway including certifications and college credits to prepare students to enter the profession.	To increase number of EISD students prepared for a high demand career occupation in DFW: EISD will conduct a student interest inventory and identify the top 25 regional occupations annually. Career options, salaries, and credentials will be reviewed based on student interest. One pathway with industry certifications aligned to AAS and BA degrees will be created each year. Teachers will gain credentials to teach courses and attend externships to learn about industry knowledge, skills and abilities.
2.	An audit of CTE course sequences at EHS indicates only one Business and Industry pathway includes an industry based credential and none are articulated with postsecondary degrees. Further study indicates the Business and Industry endorsement field which employs the highest number of workers in Dallas-Ft. Worth only has one career pathway, Network Support. There is a need to increase the number of CTE pathways in this high demand field.	To increase number of CTE pathways and curriculum leading to certification: The PRG Leadership Team will identify courses and certifications that provide the content and skill set for the Accountants and Auditors profession. The College and Career Readiness coordinator will lead teachers to integrate certification program curriculum into CTE courses. Technology and software for instruction will be purchased. Exam preparation programs will be purchased and extended learning scheduled during AVID.
3.	Everman High School academic data for 2016 indicates 53.5% of students completed a dual credit or advanced placement credit during high school, but only 7.5% of graduates passed a postsecondary course after high school graduation. To determine risk factors, the team reviewed student scores on the College Readiness Component. Data indicates 16% of students graduated ready for college in the subjects of English and Math and 4.5% passed a TSIA college readiness exam.	To increase number of CTE sequences spanning secondary and postsecondary: The PRG Team will select an academic plan for an Associate and Bachelor degree. A crosswalk will be created to include high school, certification, and postsecondary credits. Articulation agreements and student Degree Plans will be approved. College readiness (WICR) curriculum will be taught in AVID. College entrance exam preparation courses will be integrated into English and Math courses. The CTE pathway will be published in the EHS Course Catalog.
4.	2016 Perkins data indicates 18.7% of Everman High School (EHS) students participated in a CTE course and 12 students earned an industry credential by high school graduation. The number of students enrolling in CTE Professional Communication or a Principles course in 9 th grade is much higher; however, by 10 th grade, students enroll in other electives such as band, or athletics. CTE pathways must include real-world business opportunities to increase enrollment.	To increase number of Everman High School students earning workplace credentials: The PRG Leadership Team will create an engaging career pathways. In year 1, the pathway will include Microsoft Office productivity program certifications. In year 2, the pathway will include CISCO CCENT certifications. In year 3, the pathway will include an Apple Certified Mac Technician (ACMT) certification. All pathways will include sixteen hours of college credit toward a degree.
5.	A review of Occupation Trends data published by the Texas Workforce Commission indicates the majority of high demand careers in the Dallas-Ft. Worth region are in the Business and Industry endorsement field. The PRG Leadership Team reviewed certifications needed for top ranked occupations and found technology certifications were listed in each field. The most predominant certifications include productivity software, web development and app development.	To increase workbase learning opportunities for EHS students: the PRG Leadership Team goals and meeting dates will be published. Local business representatives will be recruited to serve on the team. Partnership agreements will outline collaboration between the schools and businesses in developing internship goals and content. Seniors will attend internships in the Business and Technology Training Center to train students, teachers, and community members in using programs.

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Schedule #14—Management Plan

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent for C & I	Certified TX superintendent with at least five years central office leadership experience. Duties include supervision of curriculum and instruction, career and technical education, K-12 education, multilingual services, and school improvement. The administrator will serve as Grant Director.
2.	College and Career Readiness	Certified TX educator with credentials and experience to lead Career and Technical Education (CTE) in the district. Coordinator must have successful experience in conducting professional development; coordinating events; facilitating meetings; and supervising College Bound activities.
3.	Everman High School Principal	Certified TX administrator with credentials and successful experience in supervising and evaluating CTE teachers, creating pathway budgets, developing ongoing training including externships, designing schedules to career preparation employment and practicum internships.
4.	CIS Counselor/ Social Worker	Qualifications include a college degree with coursework in psychology, human development, sociology, or a related field. Experience coordinating services for high need families and expanding family College Bound educational events. Bilingual candidates preferred.
5.	CTE Teachers	Certified teacher with credentials to teach Career and Technical Education and industry based certification courses. Masters degree preferred to serve as adjunct in dual credit courses. Instructors will be selected based on successful experience in CTE career based programs.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase number of EISD students prepared for a high demand occupation in DFW	1. EISD/TWC identify top 25 Tarrant Co occupations	12/13/2017	12/21/2017
		2. Career options, salaries, and credentials reviewed	12/13/2017	03/09/2017
		3. Career, certifications and IHE degrees selected	12/13/2017	03/09/2017
		4. Instructor credentials identified, educators recruited	12/13/2017	05/25/2018
		5. Business externships scheduled for educators	03/05/2018	05/25/2018
2.	Increase number of CTE pathways and curriculum leading to certification	1. Courses selected for career pathway	12/13/2017	12/21/2017
		2. Curriculum revised to include certification curric.	12/13/2017	12/21/2017
		3. Technology and software for instruction purchased	12/13/2017	01/04/2018
		4. Exam support curriculum and programs purchased	12/13/2017	01/04/2018
		5. Extended learning time provided during AVID	12/13/2017	12/21/2017
3.	Increase number of CTE sequences spanning secondary and postsecondary.	1. Academic plan includes 16 hours college credit	12/13/2017	12/21/2017
		2. Crosswalk of HS and AAS/BA courses developed	12/13/2017	12/21/2017
		3. College Readiness curriculum in AVID/English/Math	12/13/2017	12/21/2017
		4. College entrance exam preparation purchased	12/13/2017	12/21/2017
		5. Pathway in EHS Course Catalog, Career Center	12/13/2017	12/21/2017
4.	Increase number of Everman High School students earning workplace credentials	1. Certifications added to each pathway	12/13/2017	12/21/2017
		2. 10th gr - Word/PPT Expert cert programs&exam	01/04/2018	05/25/2018
		3. 11 th gr - Excel/Outlook certification program & exam	01/04/2018	05/25/2018
		4. 12 th - Quickbooks certification program & exam	01/04/2018	05/25/2018
		5. Business and Technology Training Center open	01/04/2018	08/31/2018
5.	Increase workbase learning opportunities for Everman High School students	1. CTE Advisory Team meeting schedule published	12/13/2017	12/21/2017
		2. Business faculty recruited to serve on team	12/13/2017	12/21/2017
		3. Identify business partners in Everman & Tarrant Co	01/04/2018	03/30/2018
		4. Partnership agreements completed	12/13/2017	12/21/2017
		5. Capstone course includes internship & employment	12/13/2017	08/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and Procedures for monitoring the attainment of goals and objectives: The PRG Leadership Team including business partners will develop a Performance Framework that outlines PRG objectives, milestones, and performance targets to improve student academic performance. The team will align activities, personnel, funding, and timelines to each objective and revise the 2017-18 Campus Improvement Plan. The improvement plan will become the road map for the PRG Leadership Team to address areas of low performance and to meet identified needs.

Feedback and continuous improvement: An important part of an effective improvement plan is the allowance for flexibility and adjustments to the plan as data reveals the need to make corrections. The EHS Site Based Decision Making Team will meet four times each year to monitor student and program level data and to adjust grant personnel, resources, and timelines to meet performance measures. Based on data and feedback, the DWIC will identify needs and set annual goals for improvement for the upcoming school year. Effective components of the PRG plan will be integrated into the EISD Improvement Plan. Meeting agenda and minutes will be posted after each committee meeting on the EISD website. In this way, school improvement goals and progress will be continuously monitored, improved, and reported to the board and community.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Everman ISD is committed to working with Workforce Solutions for Tarrant County, Tarrant County College, the University of North Texas, the Educational Employees Credit Union, and Frost Bank to implement the Perkins Reserve Grant program. The district has a successful record of implementing innovative grant initiatives to support students in excelling in school and graduating from EISD ready to find gainful employment in a high demand career of Tarrant County and the DFW metroplex: (1) In 2009, EISD was awarded the Texas High School Redesign grant. This project was successful in implementing school improvement reforms at Joe C Bean High School. In addition, the campus worked with Baxter Jr. High School to utilize Algebra Readiness grant funding to review and revise curriculum and to introduce improved instructional practices in 8th grade mathematics and Algebra 1 classes. As a result of redesign efforts, the high school campus moved from a low performing school to being recognized in 2016 as one of the "Best High Schools List" by US News & World Report. (2) College Entrance: EISD opened the Everman Collegiate High School in 2014 to increase the number of students graduating from high school and entering college. The school earned Early College High School designation from the Texas Education Agency. This designation authorizes high school students to attend Tarrant County College courses while in high school to graduate with both a high school diploma and at least 60 hours of college credit. (3) In 2015, EISD was awarded the United Way Learn Well Education Initiative grant. The Destination Diploma project provides funding for a Graduation Coach and a Family Engagement Specialist who provide support and assistance to at-risk high school students beginning in their ninth grade year. The project has been successful in supporting the ECHS program by increasing the number of at-risk learners graduating on time with their cohort. Commitment: In 2018, the Collegiate High School will graduate approximately 40 students with both high school and college credentials. EISD will use resources and effective strategies from each program to implement a successful PRG program that empowers students to earn credentials in high school and meet their academic and career goals.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	PEIMS data – review of demographic, academic data.	1.	# and % of students participating in grant that are classified as at-risk and % of the participating at-risk students compared to EHS student population
		2.	# students participating making required progress toward graduation.
		3.	Average number of college credit hours earned per student.
2.	Perkins Reserve Grant Plan – review of number and kind of collaboration.	1.	# of strategic partnerships provided an identified program of study
		2.	Kind and # of CTE teachers and IHE faculty attend prof development
		3.	Kind and # of CTE teachers and IHE faculty participate in co-teaching
3.	Everman HS Course Catalog, review of career pathways & credentials	1.	# of industry certifications and/or licenses offered
		2.	# industry credentials offered related to the field of Business Administration
		3.	# industry credentials offered related to regional employment opportunities
4.	Certification Exam Reports – review type of credentials.	1.	# of students earning credential-Word, Excel, PPT, Outlook, Quickbooks
		2.	# of students earning Microsoft Office Specialist Certification
		3.	# of students earning credentials from Program Effectiveness Report for yr.
5.	Career Readiness Syllabus – review of industry experiences by type and employment	1.	# of industry experiences provided to students (by type)
		2.	# of students participated in industry experiences (by type)
		3.	# students employed as result of program & nature of employment (by type)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Perkins Reserve Grant (PRG) Project Director will oversee the data collection and problem correction tasks of the grant. The Everman Joe C Bean High School (EHS) Decision Making Team (SBDMT) will serve as the PRG Leadership Team during the grant period. The committee which includes parents, educators, community members, and business partners will meet with the grant partners to develop a PRG Performance Framework that outlines targeted goals and objectives correlated to a timeline of action steps. The framework will include evaluation methods, data collection dates, and performance targets for each goal. Program-level data: The PRG Director will monitor project activities throughout the grant period to determine the extent to which the activities of the project were implemented as planned. The director will create a PRG Calendar depicting District Wide Improvement Committee (DWIC) and EHS Site Based Decision Making Team (SBDMT) meetings, professional development training including externships and collaborations between the school and college/university, exam schedules (unit test dates, STAAR EOC assessment dates, and certification exam dates), and College Bound events and industry tours. A PRG sign-in sheet and evaluation document will be provided at each grant meeting or event. Each nine weeks, the PRG Leadership Team will determine progress toward implementation of activities using the calendar, sign-in sheets, and participant evaluations. The timeline and activities in the PRG Performance Framework will be revised by the team based on data and feedback. This will allow problems to be identified and addressed in a timely manner. Student-level data: The PRG Director will oversee the evaluation of student performance results to determine the impact of the project activities on academic success. Unit tests data in CTE courses will be collected at the end of each nine weeks, STAAR End-of-Course (EOC) benchmark and assessment data, results of certification exams, and dual credit course grades will be collected at the end of each semester. The College and Career Readiness administrator will work with CTE educators to collect and analyze data by student, targeted economically disadvantaged subgroup, class, and grade level data at the end of each nine weeks. Educator recommendations for revisions to grant timelines and action steps will be reviewed by the PRG Team at quarterly meetings. Changes to the PRG Performance Framework will be made as warranted to ensure educators have the support and resources to meet milestones and performance targets. Strategic review will allow student performance concerns to be identified and addressed in a timely manner. A summative evaluation will be conducted at the end of the grant year. The DWIC will address changes to the PRG Plan through setting goals on the District Improvement Plan.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The PRG Leadership Team identified the high-demand occupations and their related programs of student in partnership with Workforce Solutions for Tarrant County: (1) Identify high demand occupations. The team reviewed the Occupation Trends document published by the Texas Workforce Commission (TWC). The team selected the Accountants and Auditors occupation based on the salary and projected number of employment opportunities in the next four to six years. The occupation ranks 9th in Tarrant County. The TWC data reviewed includes the top 25 occupations making above the Texas median wage of \$34,550 and the highest projected number of jobs added due to growth for the period between 2014 and 2024. The 'Employment Outlooks' section of the documents projects there will be 6175 job openings for Accountants and Auditors each year in Texas. The local Workforce Solutions office provided access to Career Coach, an online system used to access current job listings including businesses that are hiring. The team found sixteen pages of listings for accountants in Tarrant County alone. The PRG team determined the Business and Industry occupation would be appropriate for the students of Everman High School and the Perkins Reserve Grant application. In year 2 of the grant, the high demand Business and Industry occupation will be First-Line Supervisors of Office and Administrative Support Workers and in year 3, the high demand Business and Industry occupation will be Computer User Support Technician. (2) Identify workplace credentials. The PRG Leadership Team reviewed certifications associated with gaining employment in the Accountants and Auditors occupation using TWC Texas Career Check Occupation Summaries. The team worked with the regional office in Ft. Worth to review job tasks, knowledge, and skills required to find employment in Everman, Tarrant County, and the Dallas-Ft. Worth metroplex. The team determined the Microsoft Specialist Certification would provide productivity tools used to in daily workbased tasks including creating Excel spreadsheets, Powerpoint presentations, and Quickbook financial records. In year 2 of the grant, the targeted certification will be the Cisco Certified Entry Network Technician (CCENT) certification to support the Network Support Technician occupation. In year 3, the pathway will include an Apple Certified Mac Technician (ACMT) certification to support the Computer User Support Technician occupation. (3) Identify pathway and certification curriculum. The PRG Leadership Team reviewed courses in the Finance cluster. It was determined the course sequence would be Business and Information Management, Accounting I, Accounting II, and Career Preparation. The team determined Certiport curriculum materials will be used for certification courses including textbooks, online eCourseware, and video resources; exam preparation tools and practice exams. Certification curriculum will be integrated into the Finance cluster course sequences. The team determined Word and Powerpoint Expert would be the most appropriate certifications for the Business Information Management course. In 10th grade, Excel and Outlook certifications were added to the Accounting I course. In 11th grade, Quickbooks certification was added to the Accounting II course. During the first year of the project, Everman High School will become an Authorized Certiport Testing Center. Students will take all certification tests at the EHS campus. (4) Identify secondary & postsecondary degree requirements. In reviewing the educational attainment requirements for the Accountant and Auditor career using the TWC Texas Career Check Occupation Summaries, the PRG Leadership Team found a bachelor degree was essential for success. The team reviewed and expanded the pathway to include 16 hours of college credit (dual credit or Advanced Placement credit). Each course counts toward the Associate of Applied Science Business Administration: Accounting Assistant from Tarrant County College and Bachelor of Applied Arts & Science Degree from the University of North Texas. The local workforce board reviewed and approved the recommended degree programs as appropriate for finding employment in the selected occupation. (5) Identify workbase learning opportunities. Approximately 18% of Everman High School students enroll in a CTE career pathway during high school and only 12 earned an industry certification by graduation during the 2016-17 school year. To engage students in the career pathway and provide a real-world internship for the capstone Career Preparation course, the team decided to open a business at Everman High School. During the project, students will plan, create, and operate the Business and Technology Training Center. Students will use accounting skills to operate an "Accounting Office" for the business. Grant funds will be used to equip the business. A master operating budget will be created and audited quarterly by students. Budget requests and purchase orders will be created by students and processed in the EISD Finance Department. In year 1 and 2, students will apply for internships in the business center to serve as trainers of students, educators, and community members in using Microsoft Office programs and to provide network support. In year 3, the center will begin using student technicians to troubleshoot and repair Apple devices.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Accountant and Auditor program of study within the Finance career cluster has been designed to offer core courses and career-related electives in high school that will help prepare students to meet career goals of working as an Accountant or Auditor in the Dallas-Ft. Worth metroplex.

The Accountant and Auditor program of study within the Finance career cluster spans secondary and postsecondary education: Students enrolled in the career pathway will take courses that count toward both secondary and postsecondary education. During the junior and senior year of high school, students enrolled in the program of study will take dual credit courses. The courses will count toward a Foundations Program High School diploma, the Associate of Applied Science Business Administration: Accounting Assistant from Tarrant County College and Bachelor of Applied Arts & Science Degree from the University of North Texas. These courses include:

Course	Everman High School	Tarrant County College	University of North Texas
English	English IV	ENGL 1301 – Composition I	ENG 1310 College Writing 1
Business	Business Management	BMGT 1305 – Communications in Management	MGMT 3330 Communications in Business
Math	Advanced Math	MATH 1324 – Math for Bus. & Social Sciences	MATH 1180 College Math for Business and Economics
Art	Fine Arts	HUMA 1315 – Fine Arts Appreciation	ART 1300 - Art Appreciation for Non-Art Majors
Accounting	Elective	ACCT 2301 – Principles of Acct I - Financial	ACCT 2010 – Accounting Principles I

The EISD Accountant and Auditor program of study within the CTE Finance career cluster is aligned with high-demand occupations identified by local regional workforce board.

The PRG Leadership Team reviewed the Occupation Trends document published by the Texas Workforce Commission (TWC). The team selected the Accountant and Auditor occupation based on based on the salary and projected number of employment opportunities in the next four to six years. The occupation ranks 9th in Tarrant County based on the top 25 occupations making above the Texas median wage of \$34,550 and the highest projected number of jobs added due to growth for the period between 2014 and 2024.

The CTE Finance career cluster builds in rigor as students progress through high school.

The rigorous Accountant and Auditor program of study provides career and technical education courses to develop workplace knowledge, certification courses to provide specialized workplace skills, dual credit (or Advanced Placement) courses to provide credit toward the desired Associate and Bachelor degree, and employment opportunities to develop competencies and abilities required of an Accountant or Auditor.

9th grade: Students will take Business Information Management. The course will include Word Expert and Powerpoint Expert Training and exams. Both exams are required to earn the Microsoft Specialist certification.

10th grade: Students will take Accounting I. During the class, students will cover Excel Expert and Outlook Expert curriculum and take the exams.

11th grade: Students will take Accounting II. The course will include Quickbooks certification curriculum and students will take the Quickbooks exam. In the junior year, students will also take two dual credit courses – HUMA 1315 Art Appreciation and ACNT 2301 Principles of Accounting I.

12th grade: Students will take Career Preparation. During the senior year, students will participate in the internship in the Business and Technology Training Center. Students will also take dual credit courses - ENG 1301 Composition I, BMGT 1305 Communications in Management, and MATH 1324 Math for Bus. & Social Sciences.

The program progressively builds from 9th through 12th grade to prepare students to gain employment and to finish a degree within 2 to 3 years of graduation.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The crosswalk below identifies postsecondary and certification coursework in the Accountant program of study. Tarrant County College and the University of North Texas have developed a guided pathway of articulated courses. Each course on the pathway counts toward the Associate of Applied Science Business Administration: Accounting Assistant from Tarrant County College and Bachelor of Applied Arts & Science Degree from the University of North Texas.

9th Grade		10th Grade		11th Grade		12th Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English I		English II		English III		English IV/ENG 1301	
Algebra I		Geometry		Algebra II		Advanced Math/MATH 1324	
Chemistry		Biology		Advanced Science (3rd credit)		Advanced Science(4 th credit)	
AVID I		AVID II		AVID III		AVID IV	
World History		Prof Communication		U.S. History		Government	Economics
BIM-Word Expert & PPT Expert		Accounting I –Excel & Outlook Expert		Accounting II QuickBooks Certification		Career Preparation Internship in Business	
Personal Health and Fitness		Fine Arts		HUMA 1315 Fine Arts Appreciation	ACCT 2301 Principles of Accounting I	BMGT 1305 Communication in Management	Career Preparation Extended

Bolded certifications are taken to earn Microsoft Specialist Certification by end of 11th grade.

Highlighted courses represent first semester courses (dual credit) to earn AAS and BA degrees.

The courses below would be taken to earn an AAS or BA two to three years after graduating from high school.

FIRST SEMESTER – Everman HS	SECOND SEMESTER – Tarrant County
ENGL 1301 – Composition I	ENGL 1302 – Composition II
BMGT 1305 – Communications in Management	BUSI 1301 – Business Principles
MATH 1324 – Math for Bus. & Social Sciences	SPCH 1321 – Business & Professional Communication
HUMA 1315 – Fine Arts Appreciation	BCIS 1305 – Business Computer Applications
ACCT 2301 – Principles of Acct I - Financial	ACCT 2302 – Principles of Acct II - Managerial
FIRST SEMESTER – Tarrant County College	SECOND SEMESTER – Tarrant County College
GOVT 2305 – Federal Government	GOVT 2306 – Texas Government
BMGT 1341 – Business Ethics	BMGT 1327 – Principles of Management
Elective Course	Elective Course
ACNT 1311 – Intro to Computerized Accounting	ACNT 1313 – Computerized Accounting Applications
2 Elective Courses	BUSG 2300 – Business Leadership Application
FIRST SEMESTER- University of North Texas	SECOND SEMESTER- University of North Texas
HIST 2610 – US History to 1865	HIST 2620 – US History since 1865
GEOG 1710 – Earth Science	GEOL 1610 – Physical Geology
ENGL 2210 – Survey World Lit I	PHIL 4200 – Science, Tech. & Society
PSYC 1630 – General Psych I	PACS 3020 – Fundamentals of Inquiry
PACS 3000 – Civic Engagement	PACS 4050 – Negotiation
FIRST SEMESTER- University of North Texas	SECOND SEMESTER- University of North Texas
Choose 5 Specialization Courses w/Advisor	Choose 5 Specialization Courses w/Advisor

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Partner organizations will be essential to the successful implementation of the Perkins Reserve Grant program.

Workforce Solutions for Tarrant County: The workforce office has been invaluable to the planning process and will be instrumental in implementation. The Workforce Solutions office will provide training in preparing applications and resumes, and using Texas Workforce Commission (TWC) resources to research job titles and pay information and find employment opportunities. The school will participate in the Texas Internship Challenge, a partnership between the TWC, Texas Education Agency (TEA) and The Higher Education Coordinating Board (THECB), to expand the number of employers who offer paid internships. The Project Director will work with the program to recruit businesses to contribute to Business and Technology Training Center opportunities. The CIS Counselor will work with the TWC and students to apply for internships.

Tarrant County College (TCC) and the University of North Texas (UNT): TCC and UNT administrators will work with the district to schedule courses and to provide adjunct instructors or online opportunities for students to take dual credit courses at the high school campus. The higher education institutions will provide advising services for students, create diploma to degree plans, and publish articulated course guides for the project. The higher education institutions will also provide college tours for EHS students to experience dorms, campus life, classrooms and labs.

Frost Bank and Educational Employees Credit Union: Business partners have a history of providing support for Everman High School programs. Both businesses have agreed to provide business tours and internships for students in the Finance program of study. Because each business is located in our community, the collaboration will provide workbase skills for students and experienced employees for the businesses.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Frost Bank is an established Everman ISD partner in education. The bank has agreed to enter into an agreement with Everman ISD to provide guidance and support for opening and operating the Business Center. The bank will also collaborate with the district to create a model for the internship that will be completed during the capstone Career Preparation course. To develop the capstone internship model, the school and bank partners will:

1. Set interview questions and an application process for the internship.
2. Develop a template/activity for the student and business to list learning goals they hope to complete during the internship. The learning goals will serve as the academic and professional roadmap for the intern's time in the Business and Technology Training Center. The learning goals activity will clearly articulate the objectives the intern and business will achieve and the strategies that will be used to accomplish them.
3. Create a list of work place expectations and requirements, intern responsibilities, and hours to be completed to acquire credit for the internship.
4. Develop a Capstone Project Based Learning project such as a thesis paper or research project to capture the entire semester's work.

The internship will be accomplished in the Business and Technology Training Center, Frost Bank, and the Educational Employee Credit Union. The banking institutions will identify mentors for the project. The EHS Counselor will use Communities in Schools research based strategies for implementing a successful mentor program. Together the partners will develop a strong and productive capstone course experience.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Everman ISD has the capacity to sustain the program after the project ends. Longitudinal research conducted by the Texas High School Project indicates several components are essential to sustaining an effective school improvement program. The proposed project will develop and sustain the program using these proven components.

1. Establishment of data systems to guide decisions: Everman ISD uses Eduphoria to electronically manage unit tests STAAR End-of-Course (EOC) benchmark and assessment data, and dual credit course grades. The College and Career Readiness administrator will work with CTE educators to collect and analyze data by student, targeted economically disadvantaged subgroup, class, and grade level data at the end of each nine weeks. Educator recommendations for revisions to grant timelines and action steps will be reviewed by the PRG Team at quarterly meetings. Changes to the PRG Performance Framework will be made as warranted to ensure educators have the support and resources to meet milestones and performance targets. This system of using data to make decisions will be used during program implementation and after the project ends.

2. Academic Supports: Students will be scheduled into AVID advisories daily to develop college readiness skills and prepare to take college entrance exams in 9th and 10th grade. The AVID advisory will support student success in rigorous CTE and dual credit courses in 11th and 12th grades. Students will take college and industry tours with the AVID advisor and CTE teachers.

3. Social Supports: The district has an established partnership with Communities in Schools of Tarrant County. The Counselor will monitor student academic, attendance, and discipline reports. The model developed through the grant program to support success in college credit classes and retention in rigorous career pathways will be utilized by CIS in future years in Everman and other schools in the region.

4. Highly qualified & certified staff who are committed to working with at-risk students. The Everman Chief of Secondary Schools will serve as the first point of contact for conducting grant meetings and communicating with grant staff and cooperating partners. The administrator will continue to direct the project after the project period has ended. Educators hired to serve as CTE educators will be sustained by the increase in CTE course enrollment which will result in additional Perkins funding.

5. Ongoing, high-quality staff development: Everman ISD will use the professional development model established through the grant project to provide training for students, educators, and family members:

- externship training in regional industries for teachers,
- family strategies for utilizing career center information to acquire diploma to degree plans,
- college, certificate, and exam preparation programs, and
- industry internships to train students to meet career and college goals.

6. Incorporation of the model into the ongoing work of project partners: Everman ISD administrators and educators, Tarrant County College faculty and administrators, and University of North Texas faculty and administrators will work together to develop the Perkins Reserve Grant model to improve student academic performance. Each team member works with a multitude of schools and programs in the region that will replicate and expand the model in future years. Additionally, Workforce Solutions for Tarrant County will continue to provide our district with resources to guide students in finding employment and internship opportunities providing students with experience and businesses with skilled workers. Because EISD is building a PRG model based on research and is working with partners to provide academic and social support, education and training experiences, and business opportunities, we will sustain and expand the Business and Industry model each year of the grant and for many years to come.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Programs of study and capstone industry certifications: Each year of the grant will focus on a new pathway in the Business and Industry endorsement field: In year 1 of the grant, the Perkins Reserve Grant (PRG) Leadership Team has selected the Accountant and Auditor program of study. The Microsoft Office Specialist (MOS) Certification was identified as the capstone industry certification. Students who complete Word, Excel, PowerPoint, and Outlook exams successfully will become a Microsoft Certified Professional (MCP). Each exam also qualifies the student for a stand-alone certification - Word Expert, Excel Expert, Outlook Expert, and Powerpoint Expert. The certification is recommended by the Texas Workforce Commission for Accountants and Auditors because it improves workers technology skills and proficiency with each Microsoft Office program. Students in the Accountant and Auditor program will also earn Quickbooks User Certification. Certification curriculum will be integrated into Career and Technical Education (CTE) courses. By the student's senior year in the capstone class, Career Preparation, participants will be certified in both the Microsoft Office Specialist Certification and the Quickbooks User Certification.

Identification of the Program of Study: The PRG Leadership Team went to work in August when the Perkins Reserve Grant program was released. Two career pathways in the Business and Industry endorsement field were being offered, Network Support and Information Technology. Neither of the existing career pathways included certification or college credit options. The team worked with Workforce Solutions for Tarrant County using the Texas Workforce Commission (TWC) Occupation Trends and *Career Coach* information to determine the occupation with the highest salary and the most employment opportunities. The team found, a significant amount of employment in the Dallas-Ft. Worth region has shifted from manufacturing-oriented industries to service-oriented industries over the past three years. Based on this information from the Bureau of Labor statistics, five sectors have the largest share of employment in the region: health services; education; finance; manufacturing; information technology; and leisure and hospitality. Each sector has a stated need for management and administration professionals with technology skills and all require a college degree. In reviewing these sectors, the team determined the Business and Industry endorsement field and Finance cluster meet the grant purposes and will provide skilled employees for two of our most involved business partners, Frost Bank and the Educational Employees Credit Union. The team deduced the Accountant and Auditor program of study will be successful in providing the knowledge, skills, abilities needed to fulfill job requirements.

Identification of the Certification: The PRG Leadership Team reviewed certifications associated with gaining employment in the Accountant and Auditor occupation using TWC Occupation Trend information. The team worked with the regional Workforce Solutions of Tarrant County representatives to review workplace skills required to find employment in regional job openings found using the TWC *Career Coach* system. A list of skills needed for jobs posted on the electronic system was created. Then, the certifications recommended on the TWC Career Check document were researched. It became clear Microsoft Office productivity skills are used in the daily work of Accountants and Auditors. Our partners from the banking industry did not feel the Microsoft Office Specialist certification encompassed all of the skills needed to create an operating budget for the Business and Technology Training Center. These experts in their field suggested adding Quickbooks User Certification to the pathway credentials. The partners made it clear that a degree was the key to finding long-term in the profession. They reviewed the proposed Associate of Applied Science Business Administration: Accounting Assistant from Tarrant County College and Bachelor of Applied Arts & Science Degree from the University of North Texas and approved each degree program.

Conclusion: The Microsoft Office Specialist Certification and Quickbooks User Certification will enable students to develop and fine-tune technology skills used every day in occupations linked to finance. The professional certifications will enable the workers to be highly qualified to serve as interns as they work toward a Baccalaureate degree in their chosen field. According to the *OfficeTeam Salary Guide*, business professionals holding a Microsoft Office Specialist certification can earn starting salaries up to 8 percent higher than applicants without the certification. According to bankers who work in the profession, Quickbooks User Certification will be an asset to finding employment as an Accountant or Auditor. Because the majority of Everman High Schools are economically disadvantaged, it will be important to hold professional certifications to find employment as assistants or tellers in financial institutions to provide income and funds for tuition as they work to earn the ultimate credential, a Bachelor of Applied Arts & Science Degree.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220-904

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

A Perkins Reserve Grant (PRG) award will complement the existing Networking Program of Study in the Business and Industry endorsement field. The PRG Plan is designed to add or enhance a program of study in the Business and Industry endorsement field each year.

Year 1: The proposed grant plan will introduce a new program of study, Accountants and Auditors, in the Business and Industry endorsement field. The Accountants and Auditors program of study will provide students with opportunities to earn workplace credentials and dual or Advanced Placement credit toward an Associate and Bachelor degree.

- Credentials: Microsoft Office Specialist and Quickbooks User Certification
- Postsecondary: Associate of Applied Science Business Administration: Accounting Assistant from Tarrant County College and Bachelor of Applied Arts & Science Degree from the University of North Texas

Year 2: In year 2 of the grant, the PRG Leadership Team will work to enhance the Network Support Specialist program of study. The existing program of study includes industry certification. However, the TWC Career Checks information recommends a bachelor degree.

- Credentials: Cisco Certified Entry Network Technician (CCENT)
- Postsecondary Degree: Associate of Applied Science in Networking Technology, Network Operating Systems from Tarrant County College and Bachelor of Applied Arts & Sciences from the University of North Texas.

Year 3: In year 3 of the grant, the PRG Leadership Team will work with partners to develop the Computer Technician program of study.

- Apple Certified Mac Technician (ACMT)
- Postsecondary Degree: Information Technology: Network Support, Associate of Applied Science degree from Tarrant County College and Bachelor of Arts information Technology degree from the University of North Texas.

Each year as students gain certifications, the Business and Technology Training Center will expand its business plan to include new offerings. In year 1, students will provide training in the use of Microsoft Office productivity tools including Word, Excel, Powerpoint, and Outlook. Students will also be available to provide training in the use of Quickbooks. By year 2, students will install a network and file server responsible for the central storage and management of data files for the Business and Technology Training Center. The file server will enable other computers on the same network can access and share files. The students will also provide support for the campus network and provide troubleshooting guidance to customers needing network support. By year 3, students in the program will be certified to troubleshoot and repair Apple laptops and computers. During their internship, students will provide technical support for Apple devices in the Business and Technology Training Center.

The three Business and Industry endorsement field programs of study were selected because they are on the list of the 25 high demand occupations in Tarrant County. Each program will provide opportunities for students to earn stackable credentials to make them more marketable in the workplace. The Business and Industry programs will also support small business development within the local community for our partners, Frost Bank and Educational Employee Credit Union. According to a report published by the Texas Association of Workforce Boards, "Properly educating and equipping our present and future workforce to meet employer needs is essential to Texas' ability to compete in the global economy and vital to our continued growth and prosperity as a state". The proposed Perkins Reserve Grant program aligns academic courses with workforce development skills to create an educational plan that will meet the needs of students searching for a professional career and will meet the needs of Texas employers searching for skilled employees. The proposed project that combines education and workforce development is an investment in the future of our students and our state.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220-904

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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